DOCUMENT RESUME

ED 201 707 UD 021 417

TITLE	Improving Instruction Through Supervision: Developing Supervisory Support for Teachers. E.S.E.A. Title IV-C. Final Evaluation Report, 1979-1980.
INSTITUTION	District of Columbia Public Schools, Washington, D.C. Div. of Research, Planning and Evaluation.
PUB DATE	Feb 81
NOTE	86p.: For related documents, see ED 182 865, ED 184 206, ED 185 184, ED 188 354, ED 189 754, UD 021 418, and UD 021 420-421.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Inservice Teacher Education; Professional Development; Program Descriptions; *Program Effectiveness; Program Evaluation; School Supervision; *Supervisory Methods; Teacher Improvement; *Teacher Supervision
IDENTIFIERS	District of Columbia; Elementary Secondary Education Act Title IV

ABSTRACT

The purpose of the Improving Instruction through Supervision project was to provide a support system for teachers, based on a clinical supervision model. Teachers and administrators were trained in a supervision model which consists of a five step process: (1) pre-observation conference; (2) observation; (3) analysis and strategy; (4) post-observation conference; and (5) post-conference analysis. The project was evaluated according to the Planning, Monitoring, ad Implementation Model for Decision Making which requires the comparison of intended (proposed) inputs and processes to the observed (actual) inputs and processes. Findings indicated that most of the trained personnel used the supervisory model in their work with teachers, utilized supervisory techniques in a more satisfactory manner than an untrained comparison group, and demonstrated increased knowledge of school supervision concepts and strategies on a pre-posttest design assessment. Tables of data and training materials are appended. (MK)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

IMPROVING INSTRUCTION THROUGH SUPERVISION: DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS

E. S. E. A. TITLE IV-C

Final Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FEBRUARY 1981

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

IMPROVING INSTRUCTION THROUGH SUPERVISION: DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS

Final Report

1979-1980

Prepared by
Division of Research, Planning and Evaluation

1979-1980

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SUMMARY AND FINDINGS

Title

Improving Instruction Through Supervision: Developing Supervisory Support for Teachers

Project Director

Dr. Roberta Palmer

Project Coordinator

The Project Director's Office is in the Old Carver School. Classes were held in the Region VI Educational Center at the Bunker Hill School and the Region III Educational Center at Nalle School.

Target Population

Participating teachers and administrators come from Regions III and VI.

Background

The project was initially developed in Region VI after budget cuts required limiting funds covering the cost of traditional supervisors. The project was later exported to Region III.

Description of the Project

Teachers and administrators receive training and practice in the clinical supervision process which allows them to help other teachers at the local school level.

Stated Objectives of the Project for 1979-80

A. At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

B. Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

C. Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

D. According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

Evaluation

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools.

Findings

1. Of the 198 teachers from Region VI who were trained in the techniques and who responded to a questionnaire, an average of 83% said they applied at least part of the model during the past year while all five steps of the model were reported as being used by 68% of the respondents.

2. Monitoring records of 311 teachers who were trained in the techniques showed that 73% of them used the model with fellow teachers during the first semester of the 1979-80 school year and 54% during the second, serving 666 and 605 teachers respectively.

3. Statistically significant differences between project trained and comparison personnel were found on a project-designed video tape observation instrument, the differences being in areas related to factual statements (more by the trained group), judgmental statements (more by the comparison group), teaching style (patterns identified more by the trained group) and self-analysis (indicated more frequently by the comparison group).

4. Statistically significant differences between one group of students of project trained and comparison teachers, were found on the Self-Observation Scale with students of project trained being higher in the areas of social maturity and self-security. No differences were found with the second group.

5. Increases on a pre-post project-designed assessment of knowledge of concepts and strategies in school supervision, were found on all items except the one on which participants topped out on the pre-test, with statistically significant increases on items concerning the effects of supervision, the placing of responsibility for teacher improvement the most important stage of clinical supervision, the role of observation in supervision, the possibility of groups in supervision, and the assumption on which peer supervision is based.

6. A first month evaluation of the program by 183 participants found them to be generally satisfied with the format, content and program operation with no more than 2% disagreement with format and content, and no more than 4% with program operation.

7. The final evaluation by participants had high ratings similar to the first month evaluation on all items except one, variety of instructional methods, which 3% of raters in one region and 13% in another, found to be fair, and 0 - 2% to be poor.

8. Evaluation by the instructional staff of program format, content and

operation showed ratings of very good or excellent in all areas except textbook which was rated good by 25% and higher by the rest.

9. In a comparison of unmatched pre and post-test scores on a project-designed attitude instrument, increases were found on 80% of the items, with a statistically significant increase on 6 of the 20 items. There was no statistically significant difference on a matched comparison (20 participants) of the total pre and post-test scores.

10. An examination of records shows that participating schools do have personnel resource utilization plans and that the plans fit the established criteria.

Introduction

Purpose - The purpose of the project, IMPROVING INSTRUCTION THROUGH SUPERVISION: DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS (IITS), is to provide a support system for teachers, based on the clinical supervision model. The approach is characterized by a mutually supportive teacher-supervisor interaction. The supervisor is another teacher or administrator who has received training in the clinical supervision method. The model seeks to employ a supportive non-threatening approach.

Need - This project is a response by Region VI and later by Region III to develop the capacity at the local school level to assist teachers in improving their classroom instructional skills. The need has arisen because of the limited amount of supervision that can be provided by traditional methods, i.e., an itinerant corps of supervisors.

History - Based on observations of classroom behavior by Region VI administrators, the need for increased teacher effectiveness was identified as being especially critical to the implementation of a competency based curriculum.

The IITS project began during the 1976-77 school year with a pilot project that trained administrators in the clinical supervision techniques. Some of these administrators became the nucleus of the training staff during the 1977-78 year, the first fully operational year of the project. This pattern of trainees' becoming trainers was repeated during the 1978-79 school year with teachers becoming a part of the instructional staff. The pattern will continue during subsequent years.

The project is attempting to increase its impact yearly by involving more teachers and administrators. During the 1977-78 school year all of the administrators from Region VI continued the course. At least five teachers from each school in Region VI and the school system's peer assistance teachers were trained in the techniques of clinical supervision. At the conclusion of the 1978-79 school year, one-third of the teachers in each school in Region VI as well as all of the administrators in Region III and VI were trained.

During the 1977-78 school year training was provided to 153 Region VI teachers, 24 Region VI administrators, 29 peer assistance teachers from all six regions and two teachers from non-public schools.

During the 1978-79 school year training was provided to 167 Region VI teachers, 70 Region III administrators, 28 peer assistance teachers from all six regions and four teachers from non-public schools.

During the 1979-80 school year, training was provided to 73 teachers in Region VI including one from a non-public school, and 132 teachers in Region III. Additional workshops were held for all administrators as part of continuing staff development.

Since the beginning of the project, almost 700 District personnel have been trained. As the project progressed the focus was broadened to include a greater emphasis on implementation.

Description of the Project

Target Population - Included in the target population are all of the teachers and administrators from Regions VI and III. Peer Assistance Teachers from throughout the District are also part of the population.

The Model - Training focuses on the model described by Robert Goldhammer in his book Clinical Supervision, published in 1969 by Holt, Rinehart and Winston. The five-step process consists of (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) post-observation conference and (5) post-conference analysis.

Pre-Observation Conference - In the pre-observation conference the teacher and supervisor establish a mutually supportive relationship. During the conference they identify the problem, clarify the instructional objectives, agree on an identified problem, plan what will be observed and recorded, and set up a time for observation.

Observation - During the observation the supervisor observes the teacher's lesson and records appropriate data.

Analysis and Strategy - For the analysis and strategy step both participants analyze what happened during the lesson. They look for patterns which may characterize the teacher/learner interaction. They consider factors which may have been crucial to the outcome. They also formulate questions for the post-observation conference.

Post-Observation Conference - At the post-observation conference the teacher and the supervisor share factual data concerning the lesson. They also may discuss other teaching practices which might have implications for future lessons.

Post-Conference Analysis - The post-conference analysis allows a review of the entire supervision process and an opportunity to make plans for future interactions.

Training - Training consists of a one-semester course. The concepts and strategies of school supervision emphasizing the clinical supervision process are taught during 15 two hour class sessions. Fifteen additional hours of laboratory practice are also required. The participants practice the model with peers at their schools. A final session is held at the end of the semester to report on the laboratory experiences and to share plans for implementation of the resident instructional support program at the local level.

Materials - Materials used in training consist of a text book, selected readings, video tapes, audio tapes, and a slide presentation. Instructional techniques include lectures, discussions, role-playing and demonstrations. Participants also have printed media resources available to them.

Staffing - Teacher participants are assigned to one of nine sections with approximately 30 teachers per section. Each section is headed by an instructor with one assistant. The instructional staff are District teachers and administrators who had received their training in previous years. Sections are assigned to meet either on Tuesday or Thursday after school with participants selecting the day they prefer.

Stated Objectives of the Project for 1979-80

A. At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

B. Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

C. Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

D. According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTATION (PMI) MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools. The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective. (See Appendix A.)

RESULTS

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

INPUTS

INTENDED	MONITORING	OBSERVED
1. On-site support from project coordinator, building administrators and Region VI instructional team, for Region VI teachers practicing the clinical supervision skills	Agreement	1. Region VI teachers practicing the clinical supervision skills have received on-site encouragement and support from region, project and school personnel. The complete project has been supported by Regional Assistant Superintendents, Assistants for Instruction, Project Director, Project Coordinator, Regional supervisory staff and clerical staff.
2. Building plans for providing supervisory support, which were developed the previous year	Agreement	2. All building plans which were previously developed were available for this year.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective : A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Region VI teachers who have completed the formal training program will practice clinical supervision with their peers.	Agreement	1. Region VI teachers who were trained in clinical supervision practiced the skills with their peers.
2. Project staff will develop monitoring and reporting forms.	Agreement	2. Monitoring and reporting forms were developed.
3. Region VI teachers who practice clinical supervision will report on observations and conferences.	Agreement	3. Region VI teachers who practiced the clinical supervision skills reported their practice.
4. Monitoring of the Region VI teachers who practice clinical supervision with their peers will be carried out by the instructional team, building administrators, and the regional staff.	Agreement	4. Monitoring of the practice of clinical supervision took place regularly.
5. Final data will be collected in May, 1980.	Agreement	5. Data was collected by May, 1980.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

jective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records

OUTCOMES

INTENDED	MONITORING	OBSERVED
. Records of project-related observations and conferences will show that the model is being used by at least 60% of those surveyed.	Agreement	1. Of the 198 participants from the three years the project has been in operatio who responded to the questionnaire (se Appendix B) for information on their application of the model this year, th following percentages were reported: Pre-Observation Conference - 83% Observation - 80% Analysis and Strategy - 78% Post-Observation Conference - 76% Post-Conference Analysis - 68% (see Appendix C). Monitoring records (see Appendix D) of 311 teachers who were trained in the techniques showed that 73% of them used the model with fellow teachers during the first semester of the 1979-80 school year, and 54% during the second, serving 666 and 605 teachers respectively. (See Appendix E).
2. A sampling of teachers who have previously completed the training will demonstrate application of the training, in their analysis of a video tape lesson, to be measured by the differences of their responses from those of an equivalent sample who have not had the training, differences to be considered significant if they reach the .05 level.	Agreement	2. The instrument (see Appendix F and G), still in the design stage, showed significant differences at the .05 level in the following areas: a. Factual statements - more by trained group as hypothesized b. Judgmental statements - more by comparison group as hypothesized c. Teaching style - the trained group identified more patterns in teaching behavior d. Self-analysis - the comparison group indicated more self-analysis by the teacher, not as hypothesized. (See Appendix H).

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III (continued)

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

jective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records

OUTCOMES

INTENDED	MONITORING	OBSERVED
. Title I students of a sampling of teachers who have been trained in the clinical supervision model will show significantly better feelings about themselves than Title I students of a comparison sampling of teachers who have not had the training, as measured the Self-Observation Scale (S.O.S.), difference to be considered significant if it reaches the .05 level.	Agreement	3. Two sets of groups (trained vs. comparison) were tested using the S.O.S. (See Appendix I). In one of the sets, differences were found in the areas of Social Maturity (.05 level) and Self-Security (.01). (See Appendix J. The samples were matched but with the possibility of so many intervening variables, it is difficult to base the results completely on the intervention

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

OBSERVED INPUTS/OBSERVED PROCESSES

Region VI teachers practicing the clinical supervision skills received on-site encouragement and support from project and school personnel. Plans previously developed for utilizing personnel trained in clinical supervisory techniques were available to be put into practice as school began. With encouragement and support, teachers trained in the techniques during the past three years were applying what they had learned to help other teachers.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Monitoring of the practice of clinical supervision occurred regularly. Self reports and monitoring reports were completed. A video tape of an instructional situation was shown to some teachers who had previously completed the formal training program and to some who had not been exposed to the techniques. A scoring method was tested for the tape using two observers and an expert. Students of teacher participants and non-participants were tested on a self-esteem instrument. The monitoring reports, self-reports, and video tape observation reports showed that participants have learned the skills and are applying them. Testing of the students suggested that training the teachers may have had a positive effect on their students.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of having teachers who previously completed the formal training use it to help their peers was met. There were no discrepancies in inputs, processes and outcomes between intended and observed. Not only did the teachers report using the model, but their responses to the video tape lesson showed they were using it correctly. Teachers who had trained as long as three years ago were still applying the skills.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Sufficient/adequate software (manual, handouts, text, notebooks, evaluation instruments)	Discrepancy	1. All software was available except for some of the professional books which were ordered but did not arrive.
2. Sufficient/adequate hardware (overhead projector, tape recorders, video tape camera/monitor)	Agreement	2. All required hardware was available.
3. Sufficient/adequate supplies (paper, duplicating materials, folders, labels, etc.)	Discrepancy	3. This year's supply did not arrive in time to be useful
4. Space for training classes	Agreement	4. There was sufficient/adequate space for classes.
5. Qualified instructors	Agreement	5. All instructors are qualified by having previously taken the course.
6. Knowledgeable consultant	Agreement	6. The knowledgeable consultant who had been with the project from the beginning continued working with the pro-

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Selected classroom teachers from Regions III and VI will attend the formal training program.	Agreement	1. Teachers from Regions III and VI enrolled in the formal training program and attended classes.
2. Teachers will be taught the concepts and strategies of school supervision.	Agreement	2. The teachers enrolled in the formal training were presented with the concepts and strategies of supervision.
3. The course will focus on training teachers to provide instructional support for other teachers.	Agreement	3. The course focused on helping teachers learn how to help other teachers.
4. Course enrollees will be trained to lead teachers through a clinical cycle (pre-observation conference, observation, analysis, post-observation conference, and post-conference analysis) using classroom observation data, nondirective feedback techniques, and various planning and in-service experiences to produce improved teacher behavior.	Agreement	4. The course content included the prescribed clinical supervision model.
5. Two hour classes will be held after school once a week from September through January.	Agreement	5. Two hour classes were held once a week week from September through January whenever school was in session.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II (continued)

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

jective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

PROCESSES

INTENDED	MONITORING	OBSERVED
6. Teachers will practice in their own schools the skills learned, with the practice taking place during training as well as from February through June.	Agreement	6. Teachers practiced in their own schools the skills learned during the training.
7. Evaluation data will be collected and analyzed at the end of the formal classes and during the month of May, 1980.	Agreement	7. Evaluation data was collected as planned.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that teachers from Regions III and VI did attend the special training program in supervision.	Agreement	1. Rosters and records of attendance provided by the project director showed that teachers from Regions III and VI did attend the training. Course grades were submitted for those signed up for university credit.
2. An outline of the training program will show that material relevant to the proposal description was taught.	Agreement	2. A review of the training program outline and the project proposal show congruence between the two.
3. A pre-post assessment instrument will show attainment of knowledge of concepts and strategies with a statistically significant gain from pre- to posttesting at the .05 level.	Agreement	3. In a comparison of unmatched pre and post-test scores on a project-designed attitude instrument, increases were found on 80% of the items, with a statistically significant increase on 6 of the 20 times. There was no statistically significant difference on a matched comparison (20 participants) of the total pre and post-test scores. (See Appendixes K and L.)
4. Teacher evaluation forms will show that at least 70% of the respondents will rate course format and program effect items as good or above.	Agreement	4. Teacher evaluation forms were completed after one month in the program (N=183) and again at the end of the formal sessions (N=165). In both cases, over 70% of the respondents rated course format and program effect items as good (3) or above on a 5 point scale. (See Appendixes M and N.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III (continued)

Goal: To provide a resident supervisory support system in Region III and VI Schools to help teachers in their professional development.

Objective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

OUTCOMES

INTENDED	MONITORING	OBSERVED
5. Instructor evaluation forms will show that at least 70% of the respondents will rate course format and program effect items as good or above.	Agreement	5. Instructional staff evaluation of program format, content and operation (N=8) showed all items were rated good or above by 100% of the raters. (See Appendix O.)
6. Grades will be submitted for participants who took the course for university credit.	Agreement	6. All participants who took the course for university credit earned a grade of B or better, and those grades were submitted for university credit.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a resident supervisory support system in Region III and VI Schools to help teachers in their professional development.

Objective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

OBSERVED INPUTS/OBSERVED PROCESSES

Although not all of the professional books or supplies that were ordered arrived on tim other software and hardware were sufficient as were space and personnel requirements. Using the project resources and materials, a training course was provided for teachers in Regions III and VI and they could demonstrate knowledge of the concepts and strategies of supervisio with an emphasis on clinical supervision.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Teachers from Regions III and VI enrolled in the formal training and attended classes with the course content including the prescribed clinical supervision model. The course focused on helping teachers learn how to help other teachers. Two-hour classes were held once a week from September to January whenever school was in session with teachers practicin the skills in their own schools. Teachers did attend the course, material taught was releva to the proposal description, teachers demonstrated attainment of knowledge of the concepts and strategies, and both teachers and instructors gave high ratings to course format and pro-gram effects.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: B - Given a special training program in supervision, additional teachers in Region VI and selected teachers in Region III will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument and course grades submitted for university credit.

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between intended and observed inputs and processes except for supplies and professional books that were delayed. The objective of training teachers in the concepts and strategies of supervision, with an emphasis on clinical supervision, was met, the pre-post assessment instrument showing a significant increase in knowledge. Conclusions based on a pre-post design must be accepted with caution but, whether as a result of the course or not there was a positive increase. Grades were submitted for the teachers registered for university credit. Participants and instructors felt that the course was effective.

DECISIONS

This report will be forwarded to the Project Director, the Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

jective: C - Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

INPUTS

INTENDED	MONITORING	OBSERVED
Sufficient/adequate software (manual handouts, text, notebooks, evaluation instruments)	Discrepancy	1. All software was available except for some of the professional books which were ordered but did not arrive.
Sufficient/adequate hardware (overhead projector, tape recorders, video tape camera/monitor)	Agreement	2. All required hardware was available.
Sufficient/adequate supplies (paper, duplicating materials, folders, labels, etc.)	Discrepancy	3. This year's supply did not arrive in time to be useful.
Space for training classes	Agreement	4. There was sufficient/adequate space for classes.
Qualified instructors	Agreement	5. All instructors were qualified by having previously taken the course
Knowledgeable consultant	Agreement	6. The knowledgeable consultant who has been with the project from the beginning, continued working with the project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: C - Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Selected classroom teachers from Regions III and VI will attend the formal training programs.	Agreement	1. Teachers from Regions III and VI enrolled in the formal training program and attended classes.
2. Teachers will be taught the concepts and strategies of school supervision.	Agreement	2. The teachers enrolled in the formal training were taught the concepts and strategies of supervision.
3. The course will focus on training teachers to provide instructional support for other teachers.	Agreement	3. The course focused on helping teachers learn how to help other teachers, using a supportive non-threatening approach.
4. Course enrollees will be trained to lead teachers through a clinical cycle (pre-observation conference, observation, analysis, post-observation conference, and post-conference analysis) using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce improved teacher behavior.	Agreement	4. The course content included the prescribed clinical supervision model.
5. Two-hour classes will be held after school once a week from September through January.	Agreement	5. Two-hour classes were held once a week from September through January whenever school was in session.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: C - Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. The teacher participants will have a more positive attitude toward supervision as measured by a statistically significant difference at the .05 level on a pre-post assesement instrument administered in October 1979 and March 1980.	Agreement	1. Eighty percent of the items on the project-designed attitude measure (see Appendix P) showed a percent increase pre- to post, with six of the differences being statistically significant (see Appendix Q). Other measures, which attempted to compare groups trained in clinical supervision with untrained groups, did not show significant differences in this area. This may be due to instrumentation, comparison groups or size of samples.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: C - Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

OBSERVED INPUTS/OBSERVED PROCESSES

Except for professional books and supplies that were ordered but not received on time, all other software, hardware, space and personnel were adequate for providing teachers with the training course.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Teachers attended the classes which taught the concepts and strategies of school supervision focusing on training teachers to help other teachers with their instructional problems, using a supportive, non-threatening approach. Using these methods, teacher participants showed statistically significant increases in their attitude toward school supervision on six of the eight items on the project assessment instrument.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: C - Given a special training program in supervision, the teachers enrolled during the current school year will have a more positive attitude towards supervision as indicated by a statistically significant difference at the .05 level on a pre-post assessment instrument.

ANALYSES/CONCLUSIONS/IMPLICATIONS

Based on the analyses of the observed inputs, processes and outcomes, Objective C, concerning positive attitudes towards supervision, has been met. There were no discrepancies between data in the intended and observed columns. Although conclusions of causality based on a pre-post design must be interpreted with caution it may be accepted that teachers did have a positive attitude towards supervision after completing the course.

DECISION

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: D - According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Building administrators and personnel who have completed the training program available to work on the plan	Agreement	1. Personnel were available and willing to work on the plans.
2. In Region VI, the plans for providing supervisory support, which were developed in the previous year.	Agreement	2. In Region VI, last year's plans were available for updating.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: D - According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. By January, 1980, the team in each Region VI school will review and update its plan for using its trained personnel in providing supervisory support for teachers.	Agreement	1. The teams in Region VI updated their plans for using the trained personnel to provide supervisory support by January 1980.
2. By June, 1980, the team in each Region III participating school will develop a plan for using its trained personnel in providing supervisory support for teachers.	Agreement	2. The teachers in Region III completed their training in January and wrote their utilization plans by June 1980.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: D - According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that all of the participating schools will have a personnel resources utilization plan for providing teacher supervisory support on file in the regional office.	Agreement	1. Records provided by the project coordinator showed that all participating schools have formal plans to utilize teacher supervisory support.
2. Examination of plans will show that all of the plans fit previously established criteria for content.	Agreement	2. A sampling of action plans were examined and they do fit the established criteria. (See Appendixes R and S.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: D - According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

OBSERVED INPUTS/OBSERVED PROCESSES

Previously completed plans were available for updating, and personnel who completed the training program were willing to work on plans for utilizing trained personnel in providing supervisory support.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Teams in Region VI updated their plans while Region III participating schools developed their plans, the outcomes being formal plans for utilizing teacher supervisory support, all plans fitting the criteria established by the project director.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: D - According to established guidelines, teams in all participating schools will develop or update plans for utilizing their trained personnel in providing supervisory support for teachers.

ANALYSES/CONCLUSIONS/IMPLICATIONS

Objective D was met - teams in all participating schools developed or updated personnel resource utilization plans. There were no discrepancies between intended and observed inputs, processes or outcomes. This step will help provide a resident supervisory support system in Regions III and VI.

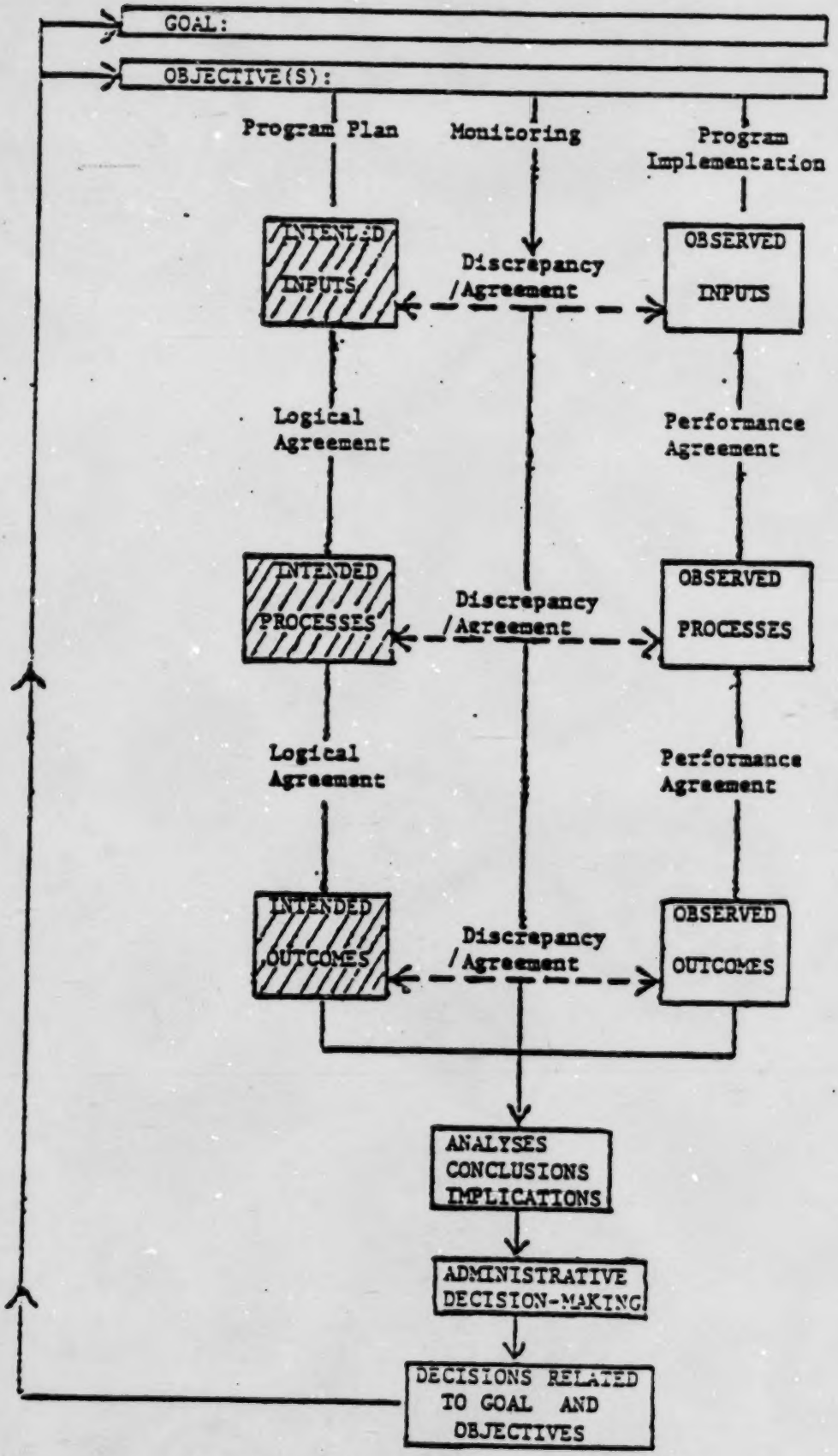
DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

APPENDIX A

Evaluation Model Schematic

EVALUATION MODEL SCHEMATIC



DRE

APPENDIX B

Questionnaire Sent to Previous
Course Enrollees Concerning
Their Use of the Model

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
REGIONS III AND VI
ESEA TITLE IV-C EVALUATION PROJECT
IMPROVING INSTRUCTION THROUGH SUPERVISION
1979-1980

I. Position
Please check one.

Administrator _____

Classroom Teacher _____

Resource Teacher
(Resident___/ Itinerant___)

Counselor ___

Librarian/Media Specialist _____

Former Peer Assistance Teacher ___

II. Year of Training
Please check one.

1976-77 _____

1977-78 _____

1978-79 _____

1979-80 _____

III. Practice of the Model
Please check those clinical supervision activities which you have practiced this year.

	ONE EXPERIENCE	MORE THAN ONE	NO OPPORTUNITY*
A. Pre-observation conference			
B. Observation			
C. Analysis and strategy			
D. Post-Observation conference			
E. Post-conference analysis			

IV. Comments: _____

*Please state reason under comments.

APPENDIX C

Application of the Model - Questionnaire Results

Application of Parts of the Model During 1979-80
By Region VI Teachers who Received Supervision Training
During 1977-78, 1978-79, and 1979-80

Activities	One or More Experiences		No Opportunity To Practice		Totals	
	No.	%	No.	%	No.	%
A. Pre-observation conference	164	82.83%	34	17.17%	198	100%
B. Observation	158	79.80%	40	20.20%	198	100%
C. Analysis and strategy	154	77.78%	44	22.22%	198	100%
D. Post-observation conference	151	76.26%	47	23.74%	198	100%
E. Post-conference analysis	134	67.86%	64	32.32%	198	100%

APPENDIX D

Monitoring Record Form Used by
Peer Supervision Contact Person

ESEA TITLE IV-C PROJECT
IMPROVING INSTRUCTION THROUGH SUPERVISION
SUMMARY OF PEER SUPERVISION ACTIVITIES
SY 19___ - 19___

SCHOOL_____ PRINCIPAL_____ DATE_____

PEER SUPERVISION PROGRAM CONTACT PERSON_____

COURSE PARTICIPANTS	NO. OF TIMES CLINICAL SUPERVISION PROCESS USED THIS SEMESTER	SUPERVISORY FOCUS (ES)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

VI-2/80

APPENDIX E

Application of the Model - Monitoring Records

Monitoring Records Results

Use of the Supervision Model in
Region VI Schools - 1979-80

Type of School	Trained Teachers in Building	Teachers Using Model During 1st Semester		Teachers Using Model During 2nd Semester	
	Number	Number	Percent	Number	Percent
Senior High	61	37	61%	14	23%
Junior High	88	64	73%	36	41%
Special School	2	1	50%	0	-
Elementary	160	125	78%	119	74%
Totals	311	227	73%	169	54%

Number of Teachers Who Worked With
Trained Peer Supervisors

Type of School	Trained Teachers in Building	Teachers Using Model During 1st Semester		Teachers Using Model During 2nd Semester	
	Number	Number	Mean Use	Number	Mean Use
Senior High	61	98	1.16	63	1.03
Junior High	88	245	2.78	157	1.78
Special School	2	3	1.50	0	0
Elementary	160	320	2.00	385	2.41
Totals	311	666	2.14	605	1.95

APPENDIX F

Form for Recording Observation of Video Tape Lesson

OBSERVATION OF INSTRUCTION

I. Record your observations of the video tape lesson.

(Use reverse side, if necessary)

II. Analyze the data you recorded. (Summarize the significant points of your observations.)

I. Con't

II. Con't

III. If you had the responsibility of providing instructional support for this teacher, what would you do next? Describe in detail.

IV. If you had the choice of selecting someone to observe you in the classroom to provide feedback on your lesson, on whom would you call? List three people by position, no names please.

First Choice _____

Second Choice _____

Third Choice _____

V. Put a check beside the response which best describes your attitude toward supervision of instruction.

_____ Very Positive

_____ Positive

_____ Neutral

_____ Negative

_____ Very Negative

APPENDIX G

Summary Sheet for Scoring
Video Tape Observation of Lesson

OBSERVATION OF INSTRUCTION SUMMARY SHEET

Part I (Observation of Lesson)

A. Number of Factual Statements ___

B. Number of Verbatim Statements ___
   Teacher ___
   Students ___

C. Number of Judgmental Statements ___

Part II (Analysis of Data)

A. Patterns in Teaching Behavior (Style) Identified

   Yes ___ No ___

B. Issues for Post Conference Discussion Stated

   Yes ___ No ___

Part III (Next Step)

A. Post-Observation Conference Indicated

   Yes ___ No ___

B. Self-Analysis By Teacher Indicated

   Yes ___ No ___

C. Observer/Teacher Non-Directive Interaction Indicated

   Yes ___ No ___

Part IV (Preferred Observer)
Teacher/Peer

1st choice ___

2nd choice ___

3rd choice

Part V (Attitude Toward Supervision)

Very Positive ___

Positive ___

Negative ___

Very Negative ___

Neutral ___

APPENDIX H

Analysis of Video Tape Observation Response Results

PART I-A
Observation of Instruction -
Factual Statements

Trained Group N=25		Comparison Group N=69	
Mean	Standard Deviation	Mean	Standard Deviation
4.88	2.82	2.61	2.25

t = 4.03, significant at .001

PART I-B
Observation of Instruction -
Verbatim Statements

Trained Group N=25		Comparison Group N=39	
Mean	Standard Deviation	Mean	Standard Deviation
1.84	4.20	.67	2.09

t = 1.80, not significant at .05

PART I-C
Observation of Instruction -
Judgemental Statements

Trained Group N=25		Comparison Group N=69	
Mean	Standard Deviation	Mean	Standard Deviation
.76	1.20	1.70	1.87

t = - 2.33, significant at .05

PART II-A
Observation of Instruction - Patterns in
Teacher Behavior (Style) Identified

Trained Group N=25				Comparison Group N=69			
Yes		No		Yes		No	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
9	36%	16	64%	10	14%	59	86%

X^2 = 4.01, significant at .05

PART II-B
Observation of Instruction - Issues for
Post Conference Discussion Stated

Trained Group N=25				Comparison Group N=69			
Yes		No		Yes		No	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
12	48%	13	52%	41	59%	28	41%

X^2 = .56, not significant at .05

PART III-A
Observation of Instruction - Post Observation
Conference Indicated

Trained Group N=25				Comparison Group N=69			
Yes		No		Yes		No	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
13	52%	12	48%	36	52%	33	48%

X^2 = .05, not significant at .05

PART III-B
Observation of Instruction - Self
Analysis by Teacher Indicated

Trained Group N=25				Comparison Group N=69			
Yes		No		Yes		No	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
9	36%	16	64%	9	13%	60	87%

X^2 = 6.25, significant at .05

PART III-C
Observation of Instruction - Observer/
Teacher Non-Directive Interaction Indicated

Trained Group N=25				Comparison Group N=69			
Yes		No		Yes		No	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
9	36%	16	64%	20	29%	49	71%

X^2 = .16, not significant at .05

PART IV
Choice of Teacher as Preferred Observer

Trained Group N=25		Comparison Group N=69	
Mean	Standard Deviation	Mean	Standard Deviation
3.20	1.78	3.06	1.73

t = .35, not significant at .05

APPENDIX I

Self-Observation Scales - Description

Self-Observation Scales*
by NTS Research Corporation

The SOS is a nationally normed, empirically validated, multi-dimensional instrument for measuring the way children perceive themselves (self-concept).

The primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The Scales are as follows:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play," "sharing," "perserverance," "helpfulness," and "generosity." Children with low scores on this scale have not learned these notions and are likely to evidence behavior that more adults would characterize as selfish, inconsiderate, or immature.

Scale III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Scale V. Achievement Motivation

Achievement Motivation has been dropped from the SOS pending completion of additional validation studies. Factor analysis was used in developing all scales except Achievement Motivation and subsequent studies with this scale have raised questions about its reliability and validity.

* This information is from the test results printout

APPENDIX J

Self-Observation Scale - Analysis of Results

Results of S.O.S. Group I

	Number Tested		Average Score		Standard Deviation		Percentile		t
	Exp.	Comp.	Exp.	Comp.	Exp.	Comp.	Exp.	Comp.	
Self Acceptance	76	67	51.17	48.16	8.43	7.30	55	43	2.27**
Social Maturity	76	67	44.00	43.28	10.38	9.82	28	26	.42*
School Affiliation	76	67	50.57	51.63	10.18	7.29	53	57	-.71*
Self Security	76	67	51.84	47.30	8.07	8.89	58	40	3.20***

* Not significant
** Significant at .05
*** Significant at .01

Results of S.O.S. - Group II

	Number Tested		Average Score		Standard Deviation		Percentile		t
	Exp.	Comp.	Exp.	Comp.	Exp.	Comp.	Exp.	Comp.	
Self Acceptance	72	66	48.72	47.86	9.23	8.73	45	42	.56*
Social Maturity	72	66	44.03	43.94	9.18	8.68	28	28	.06
School Affiliation	72	66	49.89	50.12	11.35	9.72	50	51	-.13*
Self Security	72	66	48.86	48.03	8.98	8.04	46	43	.57*

* Not significant

APPENDIX K

Pre-Post Assessment of Knowledge
of School Supervision Test Form

CONCEPTS AND STRATEGIES IN SCHOOL SUPERVISION

Pre-Course Assessment*

Part I.

Directions: Read each item and decide which choice best completes the statement. Circle the letter of the answer.

1. The administrator who also serves as a supervisor at the school level

   a. can be an effective supervisor because (s)he has the authority to demand change
   b. has an advantage because (s)he can combine evaluation and supervision
   c. can effectively supervise while (s)he is in and out of classrooms for a few minutes every day
   d. often experiences role conflict and lack of credibility as a supervisor.

2. Research as well as practical experience with clinical supervision suggests the process

   a. is ineffective with outstanding teachers
   b. takes less time than traditional supervisory approaches
   c. leads to increased teacher dependence on the supervisor
   d. initiates a self-sustaining growth process.

3. The supervisor who used a clinical model of supervision

   a. takes the primary responsibility for improving teacher performance
   b. shifts the responsibility for improvement to the teacher
   c. accepts a shared responsiblility for improvement with the teacher
   d. leaves it up to the teacher to determine who is responsible for improving instruction.

4. The most important stage of clinical supervision is

   a. the analysis of the teaching episode
   b. the conference with the teacher after the lesson
   c. the classroom observation
   d. the pre-observation conference.

5. Studies of supervisory conferences show that most supervisors

   a. talk too much and give the teacher little opportunity to respond
   b. talk too little about the concerns of the teacher
   c. don't talk about real problems
   d. give too much advice about what the teacher should do

* Ed. Note - Same instrument was used for the Post-Course Assessment.

6. In order to be effective, when a supervisor observes a teacher (s)he needs

   a. a clear concept of what (s)he expects of a good teacher
   b. an understanding of what the teacher is trying to accomplish in the lesson
   c. a guide sheet or observation instrument listing effective teaching practices
   d. a profile of student skill levels.

7. The supervisor who wishes to help a teacher develop new teaching strategies must

   a. assess the quality of the teacher's instructional program
   b. formulate appropriate instructional objectives
   c. determine the teacher's level of awareness of the teaching strategy
   d. assess the needs and interests of the learners with whom the teacher works.

8. The most successful supervisory programs

   a. focus on curriculum development and leave instruction to the teacher
   b. focus on classroom instruction but are not involved in curriculum development
   c. are comprehensive and deal with both curriculum development and classroom instruction
   d. focus primarily on teacher weaknesses, whether curricular or instructional.

9. The supervisor who chooses to work with a group of teachers will find that

   a. there is little that can be accomplished in a group setting
   b. instructional problems are best handled in a group setting
   c. teachers cannot work in groups without a strong supervisor to lead them.
   d. the interpersonal sensitivity that comes from working in a group can carry over into the classroom.

10. In-service activities in a school can be successful only if

    a. provision is made for released time or additional pay.
    b. they utilize strong consultant services.
    c. they are based on a needs assessment of the school.
    d. they bring new information to teachers.

11. Peer supervision is based on the assumption that

    a. teachers know more about teaching than administrators do.
    b. teachers will more readily receive help from a colleague than a superior.
    c. every school has master teachers who should have an opportunity to give advice.
    d. teachers know when they need help and will ask a friend for it.

12. School systems are showing increased interest in supervision because

    a. school boards are trying to cut budgets and supervisory personnel.
    b. teachers are demanding supervision.
    c. they recognize changes in program require changes in teaching.
    d. administrators are requesting additional support for teachers.

APPENDIX L

Pre-Post Assessment of Knowledge of School Supervision - Analysis of Results

Number and Percent of Correct Responses to Individual Items on the Pre- and Post- Assessment of Knowledge of Concepts and Strategies in School Supervision

		Pre-Test			Post-Test	
Item Number	Total Respondents	Number With Item Correct	Percent With Item Correct	Total Respondents	Number With Item Correct	Percent With Item Correct
1	77	24	31%	65	31	48%
2	77	54	70%	65	62	95%***
3	77	68	88%	65	63	97%*
4	77	20	26%	65	40	62%***
5	77	21	27%	65	30	46%
6	77	63	82%	65	63	97%***
7	77	21	27%	65	20	31%
8	77	70	91%	65	58	89%
9	77	56	73%	65	58	89%**
10	77	57	74%	65	54	83%
11	77	56	73%	65	56	86%*
12	77	15	19%	65	19	29%

* Significant at .05, ** Significant .01, *** Significant at .001

Analysis of Pre-Post Gain on the Course Assessment Instrument

	N=21	
	Pre-Test	Post-Test
Mean	7.43	8.48
Standard Deviation	1.29	1.86

t = 2.10, significant at .05

APPENDIX M

First Month Evaluation of
Supervision Course by Teachers

First Month Evaluation of Program
Format and Content
N=183

Category	Very Good	Good	Average	Fair	Poor	No Response
A. Use of Class Time	79-80%*	14-17%	1-4%	0-1%	0%	1-3%
B. Quality of Content	70-71%	23-28%	1-4%	0-1%	0%	0-2%
C. Practicality of Content	62-64%	28-32%	4-9%	0%	0%	0-1%
D. Handouts	82-83%	14-15%	1-3%	0%	0%	0-2%
E. Text Books	45-62%	28-33%	5-17%	1-2%	0%	3-4%

* The range refers to the two participating regions

First Month Evaluation of
Program Operation
N=183

	Yes	No	No Response
A. Do you have sufficient opportunity to ask questions?	96-99%	0-3%	1%
B. Are your questions being answered satisfactorily?	93-99%	0-4%	1-3%
C. Is the discussion of your group contributing to your learning?	95-99%	0-2%	1-3%

* The range refers to the two participating regions

APPENDIX N

Final Evaluation of Supervision
Course by Teachers

Final Evaluation of Program
Format, Content and Materials
N=165

	Excellent	Very Good	Good	Fair	Poor	No Response
A. Course Organization	35-66%*	27-39%	6-16%	1%	0%	0-3%
B. Quality of Content	38-49%	40-43%	0-2%	0-2%	0%	1-3%
C. Practicality of Content	36-49%	39-41%	8-16%	0-1%	0%	3-4%
D. Use of Class Time	39-46%	39-41%	7-16%	3-4%	0%	2-3%
E. Variety of Instructional Methods	29-56%	26-39%	11-15%	3-13%	0-2%	2-4%
F. Provision of Individual Participation	43-63%	29-36%	4-14%	0-4%	0%	3-4%
G. Handouts	72-84%	12-21%	3%	0-1%	0%	1-3%

* The range refers to the two participating regions

APPENDIX O

Instructional Staff Evaluation of Supervision Course

Instructional Staff Evaluation of Program Format, Content, and Operation

Category	Excellent		Very Good		Good		Fair		Poor	
	#	%	#	%	#	%	#	%	#	%
A. Instructional Manual	5	62%	3	37%	0	-	0	-	0	-
B. Format of Sessions	7	87%	1	12%	0	-	0	-	0	-
C. Instructional Team	6	75%	2	25%	0	-	0	-	0	-
D. Textbook	1	12%	5	62%	2	25%	0	-	0	-
E. Handouts	5	62%	3	37%	0	-	0	-	0	-
F. Reference Materials	4	50%	4	50%	0	-	0	-	0	-
G. Course Requirements	2	25%	6	75%	0	-	0	-	0	-
H. Class Time	6	75%	2	25%	0	-	0	-	0	-
I. Physical Arrangements	5	62%	3	37%	0	-	0	-	0	-
J. Support for Instructors	7	87%	1	12%	0	-	0	-	0	-

APPENDIX P

Project-Designed Measure of Attitudes
Toward School Supervision

Part II.

Directions:
Below are a series of statements about teachers, teaching and the supervisory process. Circle the appropriate letter to indicate whether you Strongly Agree, Agree, Don't Know, Disagree, or Strongly Disagree with the statement.

1.	Supervision can not really do much for the ineffective teacher.	SA	A	N	D	SD
2.	The kind of person a supervisor is has more influence than what (s)he knows.	SA	A	N	D	SD
3.	Supervision is just another name for evaluation.	SA	A	N	D	SD
4.	The human relations approach to supervision may make teachers feel good but is ineffective in improving instruction.	SA	A	N	D	SD
5.	Supervision is wasted on experienced and effective teachers.	SA	A	N	D	SD
6.	Teachers are more likely to try to change their behavior if the supervisor takes a helping, non-directive approach rather than a critical, directive approach.	SA	A	N	D	SD
7.	Most teachers ignore supervisors, choose not to ask for their help, and avoid opportunities to work with them.	SA	A	N	D	SD
8.	The majority of teachers would rather not have another teacher visit their classrooms or try to give advice.	SA	A	N	D	SD
9.	The supervisor's primary role should be that of consultant, who works with those teachers who ask for advice.	SA	A	N	D	SD
10.	The majority of teachers do a good job and cannot benefit from supervision.	SA	A	N	D	SD
11.	Supervision is just common sense and anyone with teaching experience can be a supervisor.	SA	A	N	D	SD
12.	Observation of teaching makes everyone in the classroom nervous and is not necessary to providing help to teachers.	SA	A	N	D	SD
13.	No amount of supervision can make a poor teacher adequate.	SA	A	N	D	SD
14.	Just because one has been a good teacher in the past does not mean (s)he will always be an effective teacher.	SA	A	N	D	SD
15.	Good teachers should not be expected to spend their time helping other teachers who are not as experienced or as hard working.	SA	A	N	D	SD
16.	Peer supervision is primarily valuable because it saves administrators' time.	SA	A	N	D	SD
17.	No matter how skillful the supervisor, teachers will not share their real concerns because they fear low evaluations.	SA	A	N	D	SD
18.	Ineffective teachers should be terminated rather than helped.	SA	A	N	D	SD
19.	Conferences are unnecessary if the teaching is effective.	SA	A	N	D	SD
20.	Supervision is a luxury school systems can no longer afford and no longer need since most teachers are experienced.	SA	A	N	D	SD

APPENDIX Q

Results of Project-Designed Measure of Attitude Toward School Supervision

Number and Percent of Correct Responses to Individual Items on the Pre- and Post-Attitude Assessment Instrument

Item Number	Total Respondents	Number With Item Correct	Percent With Item Correct	Total Respondents	Number With Item Correct	Percent With Item Correct
1	77	66	86%	65	62	95%*
2	77	50	65%	65	40	62%
3	77	60	78%	65	58	89%*
4	77	67	87%	65	56	86%
5	77	70	91%	65	61	94%
6	77	64	83%	65	61	94%*
7	77	38	49%	65	37	57%
8	77	36	.47%	65	40	62%
9	77	38	49%	65	26	40%
10	77	73	95%	65	64	98%
11	77	70	91%	65	56	86%
12	77	66	86%	65	62	95%*
13	77	64	83%	65	59	91%
14	77	68	38%	65	62	95%
15	77	71	92%	65	61	94%
16	77	51	66%	65	56	86%**
17	77	37	48%	65	41	63%
18	77	70	91%	65	64	98%*
19	77	71	92%	65	62	95%
20	77	73	95%	65	64	98%

* Significant at .05 ** Significant at .01

APPENDIX R

Guidelines for Writing Action Plans for Implementation of Clinical Supervision at the Building Level

REGIONS III AND VI ESEA, TITLE IV, PART C

IMPROVING INSTRUCTION THROUGH SUPERVISION

ACTION PLAN GUIDE

IMPLEMENTATION OF PEER SUPERVISION PROGRAM AT THE BUILDING LEVEL

As a requirement for the course, Concepts and Strategies in School Supervision, EEDA 543, each participant (individually or as part of a team) is required to plan a program of peer supervision to be implemented at the building level. The following guide should be used in the development of this action plan. Explanatory notes are given for some of the components to indicate the type of information to be included.

The following key questions may be useful in the development of this plan:

- How can the participants in this course assume leadership in initiating peer supervision at the building level?
- What regional support is available and how can it best be utilized?
- As a teacher, what kind of instructional support would you like to have?
- How do you perceive an effective instructional support program?
- How can the teams (1977-78, 1978-79 and 1979-80 course participants) work together to make a strong instructional support program at the building level?

REGIONS III AND VI, ESEA, TITLE IV, PART C

IMPROVING INSTRUCTION THROUGH SUPERVISION:
DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS

ACTION PLAN GUIDE

IMPLEMENTATION OF A PEER SUPERVISION PROGRAM AT THE BUILDING LEVEL

SCHOOL DESCRIPTION — (Include the following: elementary or secondary level, enrollment, staff size, resource staff, and other pertinent information.)

PHILOSOPHY — Every school should have a plan for providing support for the instructional program.

GOAL — To plan and implement a system of peer assistance for each school using the clinical supervision model.

PERFORMANCE OBJECTIVES

- Given the course in the use of the clinical supervision model, the participant will utilize the steps in the model with at least three of his/her peers at the building level during School Year _____.
- (Add other objectives if needed.)
-

PROCESS OBJECTIVE

- For the School Year_____, the _____ School will have implemented a pilot peer assistance program based on the clinical supervision model as evidenced by record on file in the principal's office.

(DRIVING FORCES (Resources) (List those forces or available resources that will contribute to the achievement of the objectives.)	RESTRAINING FORCES (Constraints) (List constraints or hindrances to the accomplishment of the objectives.)

CRITICAL TASKS	RESPONSIBLE PERSON(S)	COMPLETION DATES
(Determine tasks which must be accomplished to facilitate the achievement of the objectives. Consider tasks that utilize the driving forces and that overcome those restraining forces that can be managed.)	(Identify persons who will execute tasks.)	(Indicate completion dates for tasks.)

MONITORING PROCESS

(Determine strategies needed to monitor progress towards accomplishment of objectives.)

EVALUATION

(Identify ways objectives will be evaluated.)

APPENDIX S

Sample of Action
Plan Submitted

REGION VI, ESEA, TITLE IV, PART C

IMPROVING INSTRUCTION
THROUGH
SUPERVISION

ACTION PLAN GUIDE
for
B. SCHOOL

Submitted by:

P. C. and H. F.

SCHOOL DESCRIPTION	B. School is located in a residential area consisting of low to moderate housing. Small convenient businesses are located within walking distance to the school. An open space facility, B. School houses approximately 450 students, ranging from pre-kindergarten through the eighth grade. The staff includes the following: 1 - Principal 1 - Assistant Principal 1 - Administrative Aide 1 - Clerk-Typist 2 - Counselors 1 - Media Specialist 1 - School-Based Teacher (Part-time) 1 - Speech Therapist (Part-time) 2 - Reading Teachers (Part-time) 1 - French Teacher 1 - Art Teacher 1 - Music Teacher 1 - Math Teacher (Part-time) 1 - Home Economics Teacher 1 - Physical Education Teacher 19 - Classroom Teachers
PHILOSOPHY	The philosophy of B. School is based on the historical concept of open education. This approach rejects the familiar classroom setup and the traditional stylized roles of teacher and pupil for a much freer, more informal, and highly individualized child-centered learning experience.
GOAL	To plan a system of peer assistance using the clinical supervision model at B. School.
PERFORMANCE OBJECTIVES	Given the course in the use of the clinical supervision model the participants will utilize the steps in the model with at least three peers at B. School during the School Year 1980-81.
PROCESS OBJECTIVE	For the School Year 1980-81, B. School will have implemented a peer assistance program based on the clinical supervision model as evidenced by record on file in the principal's office.

DRIVING FORCES (Resources)	RESTRAINING FORCES (Constraints)
1. Peer Assistant Teachers 2. Resource Teachers 3. Region VI Instructional Support Team 4. Clinical Supervision Model 5. Cooperative Faculty 6. Instructional TV	1. Adjustment to the Model 2. Lack of a Coordinator 3. Non-flexible Schedule

CRITICAL TASKS	RESPONSIBLE PERSON(S)	COMPLETION DATES
1. To involve every teacher in the Clinical Supervision Model	Peer Assistance Team: R. M., L. H., J. M., N. W., C. T., J. W., W. J., P. C. and H. F.	June, 1981
2. Staff Development a. Explanation and discussion of the Model b. Role Playing c. Speaker d. Video Tape	Peer Assistance Team and Region VI Instructional Support Person	Oct., 1980
3. Organize Peer assistance by levels	Peer Assistance Team	Oct., 1980
4. Questionnaire to show the effectiveness of the Program	Peer Assistance Team	Dec., 1980
5. Mid-Term Evaluation	Peer Assistance Team	Jan., 1981
6. Revision of Plan, if warranted	Peer Assistance Team	Jan., 1981
7. Video-Tape Conferences and/or Observations	Peer Assistance Team	Feb., 1981
8. Discussion of Video Tapes	Peer Assistance Team	April, 1981
9. Final Evaluation	Peer Assistance Team and Region VI Support Person	June, 1981

MONITORING PROCESS

1. Distribution of a questionnaire and subsequent meeting of the Peer Assistance Team.
2. Video Tape discussions with the Faculty and Peer Assistance Team.

EVALUATION

1. Documentation on Video-Tape
2. Data from Questionnaire